

**THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN AN  
EFL CLASS OF AN INDONESIAN SECONDARY SCHOOL:  
A CASE STUDY AT SMAN 3 MALANG**

**UNDERGRADUATE THESIS**

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
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for the degree of *Sarjana Pendidikan***

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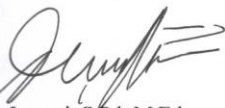
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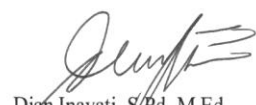


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## ABSTRAK

Hidayat, Andhika Fitrayana Iskandarsyah. 2018., **Penggunaan Bahasa Inggris Sebagai Pengantar Pembelajaran EFL di Sebuah Sekolah Menengah Atas di Indonesia: Studi Kasus di SMAN 3 Malang**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dian Inayati, M.Ed.

Kata Kunci: Penggunaan Bahasa Inggris, Pengantar Pembelajaran, Sekolah Menengah Atas di Indonesia.

Bahasa Inggris berperan sangat penting dalam meningkatkan kualitas pendidikan karena bahasa Inggris adalah bahasa International yang dapat membantu perkembangan pembelajar. Penggunaan bahasa Inggris sangat minim digunakan di negara yang bahasa kesehariannya bukan bahasa Inggris namun untuk mengembangkan kualitas seorang pembelajar, bahasa Inggris perlu dikuasai dengan baik. Sehubungan dengan penggunaan bahasa Inggris, materi dan penggunaan bahasa Inggris di sekolah menengah ke atas sangat minim sedangkan pembelajar harus menguasai bahasa itu dengan baik agar kedepannya pembelajar tidak kesulitan menggunakan bahasa Inggris dan pembelajar dapat bersaing di ranah International. Dengan mempertimbangkan pentingnya penggunaan bahasa Inggris, penelitian ini bertujuan untuk menggambarkan penggunaan bahasa Inggris pada sekolah menengah atas.

Penelitian ini menggunakan pendekatan qualitative dalam mengambil data dan menggunakan desain studi kasus yang berusaha menggambarkan secara dalam penggunaan bahasa Inggris. SMAN 3 Malang dipilih sebagai lokasi penelitian yang diketahui SMAN 3 Malang sebagai salah satu sekolah favorite di Malang. Subjek penelitian ini adalah seorang guru bahasa Inggris dan siswa kelas XI jurusan IPS. Di dalam proses mengumpulkan data, peneliti menggunakan tiga teknik, yaitu observasi, wawancara, dan dokumentasi. Untuk meningkatkan validitas data yang diperoleh, proses triangulasi diterapkan oleh peneliti untuk pemeriksaan silang (*cross checked*) terhadap semua data yang diperoleh dari observasi, wawancara dan dokumentasi.

Penelitian ini mengungkapkan bahwa penggunaan bahasa Inggris di sekolah menengah atas khususnya di SMAN 3 Malang berjalan secara baik dan lancar. Pemilihan dan penyampaian materi yang diberikan oleh guru berjalan sangat baik dan objek pembelajaran dapat tersampaikan dengan baik. Guru mayoritas menggunakan bahasa Inggris ketika proses belajar mengajar terjadi dan murid berinteraksi juga menggunakan bahasa Inggris. Secara tidak langsung lingkungan yang diciptakan oleh guru dan murid adalah lingkungan yang sangat baik untuk belajar bahasa Inggris dan secara natural murid belajar bahasa Inggris dengan materi dan contoh penggunaan bahasa Inggris yang diterapkan oleh guru dengan baik. Berdasarkan hasil dari penelitian ini, peneliti menyarankan pada guru untuk selalu mengembangkan dan mengevaluasi ketika guru mengajar menggunakan bahasa Inggris agar murid dapat mencontoh dengan benar baik cara berbicaranya maupun tata bahasanya ketika menggunakan bahasa Inggris. Untuk sekolah, penelitian ini dapat mengevaluasi bagaimana penggunaan bahasa Inggris yang digunakan oleh guru ketika proses belajar mengajar berlangsung. Untuk peneliti lain, penelitian ini dapat



dijadikan sebagai referensi untuk penelitian selanjutnya dan peneliti menyarankan agar mendengarkan pandangan guru dan murid terhadap penggunaan bahasa Inggris sebagai pengantar pembelajaran.

## ABSTRACT

Hidayat, Andhika Fitrayana Iskandarsyah. 2018. **The Use of English as A Medium of Instruction in an EFL Class of an Indonesian Secondary School: A Case Study at SMAN 3 Malang.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dian Inayati, M.Ed.

Keywords: The Use of English, Medium of Instruction, Indonesian Secondary School.

English language holds a big role in improving quality of education, because of its use as an international language that can help improve the development of learning process. English language is rarely used in a country where the first language is not English, but to improve development of learner quality, English language needs to be mastered properly. Meanwhile, the use of English language in high school is minimum while learners must master English language in order to communicate. Considering the importance of the use of English language is, this research is intended to describe the use of English language as a medium of instruction in high school.

This research uses qualitative approach to gather the data and uses case study design in order to describe in depth the use of English by the SMAN 3 Malang. SMAN 3 Malang is chosen as the research setting. The subjects of this research are an English teacher and some students from XI IPS. During the process of gathering the data, three techniques were used, they are observation, interview, and documentation. To improve the validity of obtained data, triangulation process was used to cross check every obtained data from observation, interview, and documentation.

This research reveals that the use of English language in high school, especially in SMAN 3 is running well. The lesson material that has been chosen can be delivered properly by the teacher and the objective of the study can be achieved. The teacher used English during the teaching process and the students used English too to respond. Indirectly, the atmosphere created by both the teacher and students supports the process of learning English language and the students can learn naturally from the material and the example of the use of English applied by the teacher. Based on this research, the researcher is suggested to the teacher to develop and evaluate when teaching using English, so that the student can follow example of the pronunciation as well the grammar when using English in teaching and learning process. For the school, this research can evaluate how the use of English used by the teacher when the teacher and learning process takes place. For future researcher, this research can be reference for next research and focus on both the teacher and students' point of view on the use of English language.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, problems of the study, objective of the study, significance of the study, and definition of key terms

#### **1.1 Background of the Study**

Speaking is a skill in producing oral language which occurs when two or more people interact with each other aiming at maintaining social relationship between them (Brown, 1994). Thus, speaking is an important language skill that must be mastered in learning a foreign language like English because it is needed to communicate to each other. When students learn English, the emphasis is not only on linguistic of the language but also on the development of their communicative ability. Richards and Rodgers (2001) point out that learners should learn how to use the language spontaneously and flexibly in order to express their intended message and the situations where they must use language as an instrument for communicative needs. Richards (1998) even claims that speaking is “the most difficult skill in English because students are already confused of how students start to speak English” (p.139).

Along with the strengthening position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as second or foreign language. Richards and Renandya (2002) claim “A large percentage of the world’s language learners study English in order to develop proficiency in speaking” (p.141). The teaching of speaking in Indonesia is thus important due to the large

number of students who want to study English in order to be able to use English for communicative purposes. Graddol (1990) even argues that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. However, the teaching of speaking in Indonesia is relatively challenging because the environment does not support to use of English for communication due to the position of English in Indonesia as a foreign language, which might explain why speaking is one of the most difficult skills to learn.

Students in Indonesia usually get difficulty in learning English speaking. Students get difficulty to make sentences based on appropriate grammar because it is different from Indonesian. Rika (2010) in her study found that there are some problems faced by Indonesia students in speaking such as the limited opportunities for the students to speak in the class, the student's feeling of ashamed and afraid to do speaking activities given by the teacher, the lack of variation on teaching techniques used by the teacher in the class. It is also found that the students seem to be unmotivated toward English and inactive in the process of speaking activities. Similarly, Aini's (2010) study shows that the students usually feel nervous and afraid when they are asked to speak English.

Thus, teachers tend to use the native language instead of the target language when teaching EFL. Students would use the native language used by teachers when learning the target language because it is easier to communicate. Consequently, students may face problems when using the target language to communicate because they are not familiar with the uses, and teachers who should be a model for students use the native language more frequently than the target language when teaching EFL class.

Using English as a medium of instruction by the English teacher in EFL class may solve problems in speaking because students and teachers would be exposed more English to help them use the language to communicate. The benefit of using target language in EFL class greatly increases the student's exposure to the target language (Widiati and Cahyono, 2006). By using the target language, students are not only learning about the language but also learning through the language. Corcoran and Silander (2009) also states that using the target language in the EFL classroom can provide a source of modeling for the students both with regards to the production on the language and the attitude toward the language.

As an indispensable part of foreign language teaching, teacher talk has its own features in that both the content and the medium are the target language. This teacher talk is served as the source of input of language knowledge, and also used to instruct language for communication and organize classroom activities (Yanfen and Yuqin, 2010). The teacher talk plays a very important role in the teaching process as an interactive device and for teachers would



employ a lot of interactions between the teacher and the students. The environment in that condition may encourage students to use English to communicate to each other or to the teacher. Using English as a medium of instruction in EFL class may affect the learning environment by increasing student's understanding, comprehension, and application of the material. Even though it may be burden for the students, they will get used to English language to communicate (Morady Moghaddam, 2012). Stern (2004) claims that the language teacher's capability in teaching is determined by language background, previous language teaching experience, and formulated theoretical presuppositions about language learning and teaching. All of these mentioned characteristics can affect the quality and effectiveness of teacher talk, which is regarded as the medium of instruction.

There have been several studies conducted on the use of English in the EFL/ESL context. Xiao (2006) conducted a study on the appropriate use of teacher talk that would enhance foreign language teaching and learning. For most students, teacher talk serves as the most valuable input of language exposure. They believed that learning from teacher talk is one of the most effective learning strategies. However, over half of the students believe teacher talk occupies too much of the class time at the present and should be decreased. Most of students agreed on the idea that errors should be corrected when they are produced in answer. They expect the positive feedback from teachers to encourage them.

Meanwhile, Yanfen and Yuqin (2010) conducted a study on teacher talk in interactions in English class, focusing on how well teachers use target language to make students understand. The results show that teacher talk is important in interactions so that teachers and students are able to create an environment in which students will feel more comfortable and more confident in the language classroom.

The previous study was conducted on Harbin Institute of Technology (HIT) by Yanfen and Yuqin (2010), while the current research will be conducted on SMAN 3 Malang. In addition, the instruments used in Yanfen and Yuqin research and the current research are also different; the Yanfen and Yuqin research used observation, audio-recordings, and questionnaire, while the current research will use observation checklist and interview guideline as the instrument of the study. Here, the teacher roles as the mediator of English as the target language in language learning. Moreover students learn the target language together with the teacher. Hence, English is used as a medium of instruction and teaching learning process of the target language in an EFL class.

This research is limited on how English is used by the English teacher as a medium of instruction and teaching learning process of the target language in an EFL class might give positive influence on student's speaking skill. In this research student's opinion used to get information about how English is used by the teacher as a medium of instruction can improve student's ability. To conduct this research, SMAN 3 Malang is chosen as the research setting.

SMAN 3 Malang is one of the schools that consistently uses English as a medium of instruction in teaching learning process. As one of the best schools in Malang, SMAN 3 Malang has been awarded with some accomplishment in English for example, two students were successfully passed test from national training English debate and these students were also included in the world school debating competition (WSDC). In addition, English teachers of SMAN 3 Malang are considered as qualified teachers since they have a master's degree that becomes one of the qualifications for the teachers in SMAN 3 Malang.

### **1.2 Problems of the Study**

From the background of the study above, the problems of the study are:

1. How is English used by the English teacher as a medium of instruction in an EFL class?
2. What problems that occur in the use of English as a medium of instruction in an EFL class at SMAN 3 Malang?

### **1.3 Objectives of the Study**

From the problems of the study above, the objectives of the study are:

1. To describe how English is used by the English teacher as a medium of instruction in an EFL class at SMAN 3 Malang.
2. To describe the problems that occur in the use of English as a medium of instruction in an EFL class at SMAN 3 Malang.

#### **1.4 Significance of the Study**

The results of this study is expected to be useful for English teacher, schools and the future researchers.

For English teachers, the study is expected to give useful information about using English as a medium of instruction in classroom that can improve students in learning English.

For other schools, the study provides information about what should be done in conducting using English as a medium instruction in order to be able to conduct learning English in their own school.

For the future researchers, they will get more information about EFL class and the result of the study can use as additional reference for further researchers with the different sample and occasion.

#### **1.5 Definition of The Key Terms**

To avoid misunderstanding, the definitions of key terms are provided as follow:

##### **1. English as a medium of instruction**

English language used by the teacher to teach English as a foreign language to Indonesian high school students.(Adapted from Dearden, 2013).

##### **2. EFL class**

A class in which English lessons are given to students whose first language is not English. (Adapted from Reid, 2002)

### **3. Teacher Talk**

The kind of language and communicative activity used by the teacher for instruction in the classroom. (Adapted from Inecay, 2010)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of the related literature and previous studies on the current research. In this chapter, the theories of the related study and previous studies are discussed to support the topic of the research.

#### **2.1 Teachers Role**

The role of teacher is to help students apply concepts, such as math, English, and science through classroom instruction and presentation. Teachers also prepare lessons, grade papers, manage classroom. Teachers play a critical role in the adoption and evolution of any school based innovations (Borko, 2004). The teacher intensive involvement is a critical factor for the success of any educational innovation. Harmer (1983) thus claims that teachers play several roles, among which are “as controller, assessor, organizer, prompter, participant, and resource provider” (p.201), each of which will be explained below.

##### **a. Controller**

An appropriate degree of control by teacher over the class is vital in formal language teaching. The teacher controls the pace so that activities run smoothly and efficiently. When students do production activities, the teachers control can make sure the students use certain target language and their production has a degree of accuracy. The teacher helps students to progress in their learning using various pedagogical strategies such as; coaching, advising,

and guiding students while carrying out inquiry activities (Brown and Newman, 1989).

b. Assessor

Organizing feedback is an effective way to assess students' performance so that they see how well they are doing. When organizing feedback, it is very discouraging for the teacher to be critical. Teacher must focus on students' success or progress so that a successful learning atmosphere can be created. Harmer (1983) claims "gentle correcting involves showing that incorrectness has occurred, but not making a big fuss about it" (p.201). Here, feedback and grading the students in various ways is needed. In addition, the teacher needs to indicate whether the students use English correctly. This phase can be done by telling the students about what the teachers are looking for during the activity and what goals need to be achieved by the students so that they can measure themselves against the criteria.

c. Organizer

The most important and difficult role that the teacher has to play is to be an organizer. The teacher responsibilities are to design and organize tasks that students can carry out in the class. Before students start the activity, the teacher should give instructions clearly and concisely so that students know what to do and how to do it. The teacher is explaining the learning activities or inquiry process that students are going to complete to ensure that students clearly understand the purpose of learning and activities (Webb, 2008). In this role, the teacher needs to give instructions clearly about the activity and also to get

students involved and ready to study English correctly. It means that the teacher needs to tell the students about how much time the students got and when they should start the activity, organize some kind of feedback for them, and sum up the whole activity together with the students.

d. Prompter

When students are not sure how to start an activity, or what to do next, or what to say next, the teacher should give appropriate prompts. Or when a student finishes with a very short answer, the teacher should elicit more to make student say more about their answer or their opinion. The teacher should help students link their own ideas with the work of other students, as well as with some larger ideas that student will encounter later, and the various ideas that student have explored during inquiry project (Krajcik and Blumenfeld, 2006). The teacher role is needed here because when the students are learning English, the teacher must help students to explain more the students' idea about the activity or give direction to start the activity. Hence, the teacher is allowed to nudge the students forward in a discreet and supportive way.

e. Participant

Once the teacher has finished giving instructions and the activity has started, the teacher should not dominate or appear to be authoritative, though students regard it as a good chance to practice English with someone who speaks it better than themselves. The teacher must actively monitoring group work to make sure that every group members are involved collaboratively and that students would provide explanations instead of answers when asked (Webb,



2008). For example, when the students are having debate activity, the teacher should less involve in the debate's progress among the students. However, teachers are still allowed to enliven the debate activity by giving the students certain frameworks without dominating the students' idea toward the topic.

f. Resource provider

In this sense, the teacher role is the same as the role of instructional materials. However, when students are supposed to work on their own, the teacher should withhold his readiness to provide resources. Harrison's (2007) study shows that the teacher help their colleagues by sharing instructional resource to improve student ability. These might include websites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. In English classroom and activities, teachers' role as resource provider means that the teacher should be helpful and available when the students ask some questions so that the students can become more independent in their language learning. However, teacher should not offer guidance to the students to where they can go and look for the information to avoid the students become over reliant on the teacher (Kember, 1997).

Based on the explanation given about types of teacher roles above, it can be concluded that teacher role takes important part in teacher student interaction. By relating the teacher knowledge and their correlation with classroom practice, it is hoped that the teacher can help students in learning process and to share their ideas. Those types of teacher role may encourage students to engage in

learning English from the beginning until the end of the class. It may also help teachers make teaching English in EFL class become enjoyable and interesting for the students.

## **2.2 Teacher Classroom Interaction**

The type of classroom interaction the teacher employ will largely depend on the teachers' teaching philosophy and training. Some teachers stress the grammar translation method and teach English through the students' native language. Other teachers use a more communicative method in which grammar constructions are not overtly explained or drilled. Hall and Walsh (2002) claim "Classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention" (p.187). Hall and Verplaetse (2000) also claim that "It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development" (p.10).

Van Lier (1988) points out the teacher will make interaction framework which will be used to the students during teaching learning process in the class (p.94-120). Furthermore, Van Lier distinguishes four basic types of classrooms interaction:

- a. The teacher has no control over the topic and the activity

The teacher has no control over the topic and the activity means the teacher only gives a topic lesson to students form as command or task that need

to be done by the students without any extended control to the topic and activity of the class. It means that the teacher passively manage the class without any further guidance.

This type of interaction frequently observed during the lesson due to the fact that the teacher became a tutor of that particular class. The teacher only gives the guidance needed by the students in the classroom. In addition, the teacher has no control over the additional topics concerning classroom activities such as trips or performances discussed during the subject lessons. It can be said that the teacher cannot change or rearrange the topic or the activity for the certain classroom.

b. The teacher controls the topic but not activity

The teacher controls the topic but not activity means the teacher control the topic but not the activity and the teacher only directed the students to understand about the topic.

This type of interaction is diminishing due to the fact that students understanding the teacher's instructions about the lesson topic. Here, the students are getting used to certain instruction which is given by the classroom teachers and hence are able to help them to know what to do and doesn't need a lot of instruction at the end of the school days.

c. The teacher controls the topic and the activity

The teacher controls the topic and the activity that means the teacher actively control the topic and the activity given to the students. The teacher

purposely controls the topic and the activity to make the lesson run well based on the curriculum.

This was the most frequent type of interaction during the school year. In this interaction, the teacher is able to control both the topic and the activity that is given to the students. This way, it is hoped that the teacher is able to deliver all the topics and activities needed for the students based on the curriculum.

d. The teacher controls the activity but not the topic

Controlling the activity but not the topic was especially observed at the beginning of the school year when the students could not settle in the new circumstances and often end up talking in groups about something completely different. This situation could also be caused by lack of vocabulary or misunderstanding. Here, the teacher is allowed to make some activities that are related to the topic that has been decided on curriculum.

Van Lier (1991) also claimed there are another dimension, namely the function of the language. Furthermore, he distinguishes three types of function:

a. Ideational (telling people facts or experience)

Ideational is the teacher experiences about language and is referential. It enables the teacher to tell the teacher experiences about language to the students. Ideational function aims to make students have more courage to learn the target language. In addition, the teacher can inspire the students by telling the teacher experiences about the certain topic or idea. By this function, it is hoped the students will learn more and be expressive about their idea during the classroom activity.

b. Interpersonal (working on relationships with people)

Interpersonal is the participatory used in relating to and communicating with others. Interpersonal function of the interaction between the students and the teacher was occurring more often. The students were feeling more comfortable and they were trying to work on their relationship with the teacher which was a positive occurrence. It is hoped that by the positive occurrence vibe, the students are able to deliver their ideas towards the lesson's topic without hesitation of fear towards the teacher.

c. Textual (clarifying, summarizing, and revising)

Textual is instrumental from teacher to the students to measure the students understanding about the topic or the activity. This situation was caused by lack of understanding and the difficulty of the learning subject itself. The teacher can do clarifying, summarizing, and revising the students learning subject so students can learn the learning subject well. The teacher can do this textual instrument by providing summary session in the end of the activity or by having question and answer session with the students so that they can ask whatever subject or topic they do not understand to the teacher.

In conclusion, teacher classroom interaction have many characteristics that can be considered by the teachers to make a good communication with the students. The classroom interaction it is an essential part in learning and teaching processes. The classroom interaction is important for the teacher to manage who should talk, on what topic, in what language and the fact that classroom interaction focuses on the students' cooperation with the teacher. Teacher

classroom interaction also relate with teacher talk because the teacher must give a clear instruction to the students in the class. A good interaction with the students in the class aimed to develop their foreign language by the teacher is the main purpose of teacher talk.

### **2.3 Teacher Talk**

The kind of language used by the teacher for instruction in the classroom is known as teacher talk. Teacher talk is a special communicative activity and the goal is to communicate with the students and develop student's foreign language proficiency. Willis (1990) claims "Teacher talk within the EFL classroom has been critically evaluated in the process of endeavoring to increase student's foreign language practice time" (p.57). Nunan (1991) points out teacher talk is one of crucial importance, not only for the organization of the classroom but also for the process of acquisition. It is important, since the language learning that teachers either succeed or fail in implementing based on their teaching plans will affect the organization and the classroom management.

Krashen (1982) claims learners cannot acquire foreign language unless they get comprehensible input as much as possible. It can be inferred that the only way of acquiring language is to obtain comprehensible input. Thus, it can be deemed that the key factor for foreign language learning is comprehensible input. Teacher talk is important because it can be the major part of target language comprehension and input that will be received by the students.

### 2.3.1 The Features of Teacher Talk

Chauadron (1998) summarized the research result of teacher talk in second language or foreign language learning classroom, pointing out the following features of teacher talk as follows:

- a) The speed of teacher talk seems slower.

The teacher slowing down the speed when the teacher speaking in the classroom so more easily understandable by the students. Instruction by the teacher have been clearer and the students have asked less questions about the topic or explanation given by the teacher.

- b) More frequency of pause showing speakers' thinking or conceiving and with longer time.

Pauses showing it can help the students understand what teacher said, pauses control the overall pace of the teacher delivery. The teacher give a time for the students thinking or to build their own answer about the topic given by the teacher.

- c) Clearer and more understandable pronunciation.

The teacher must speak with clear pronunciation and understandable by the students because that small mistake on the teacher said, it can be misunderstanding for the students.

- d) Easier chosen vocabulary.

The important part of learning a language are the more words students know, the more students will be able to understand what students hear and read. The better students will be able to say what students want to speak or

write. The teacher must use simple vocabulary to make the students more understandable about what the teacher said.

e) More frequency of teachers' self-repetition

The teachers' self-repetition is a solution because it is presumed to contribute to the students participation in a conversation and to make good conversation between the teacher and the students.

Sinclair and Brazil (1982) also summarized the research result of teacher talk in foreign language learning classroom, pointing out there are three part structure which is known as the IRF pattern, each of which will be explained below.

a) "I" pattern

"I" refers to the initiation of the dialogue by the teacher with a question. This question made by the teacher to make interaction with the students and the teacher purpose to check the students understandable about the question. For example:

- Teacher: Do you understand about the topic?
- Teacher: Do you have another answer about the topic?

b) "R" pattern

"R" refers to the students response. The teacher must check the students understandable about the question. The teacher also check vocabulary used by students right or not. For example:

- Student: Yes I do understand
- Student: No I don't have another answer



c) “F” pattern

“F” refers to the feedback provided by the teacher. The teacher indicate that the students response is acceptable. The teacher also correction about the students answer. For example:

- Teacher: Good, very good
- Teacher: Unfortunately, that’s too bad

The features above indicate that teacher talk has changed into a kind of simplified code which aims to provide maximum comprehensible for language learners so that the teachers and students can maintain an unobstructed channel of communication.

Based on the explanation given about teacher talk, it can be assumed that teacher talk is an important part of foreign language teaching. The language used by teachers in class is served as the source of input of language knowledge, and also used to instruct communication and organize classroom activates. Teacher talk lays a very essential role in the teaching process as an interactive device.

## **2.4 Previous Studies**

In this research, the researcher use several studies to support this study related to the use of English as a medium of instruction in an EFL class.

The fist previous study was conducted by Yanfen and Yunqin (2010) focusing on how well teachers use target language to make students understand. The first previous researcher conducted descriptive quantitative as the research design. The study took 29 English teachers who were all teaching

year one students of Harbin Institute Technology. The researcher and English teacher in Harbin Institute Technology chose 350 students were asked to respond to the questionnaires. The result showed that teacher talk plays an important role in provoking interactions between teachers and students. Therefore, teachers should try to understand which languages can be more efficient and more involved in interactive activities for the students in the language class.

The difference between Yanfen and Yunqin's research and this research is on the instrument and the object of the research. Yanfen and Yunqin's research used observation checklist, audio recording, and questionnaire and the subjects were university teachers and students, while this research used observation checklist and interview guideline and the subjects were senior high school teachers and students. These previous studies had the similarity about how well English language as a medium of instruction in an EFL class.

Another study that relates with this research was by Rogier (2012) who implemented the effect of English-medium instruction on language proficiency of students enrolled in higher education in the UAE University. The research design was test/retest method and conducted in United Arab Emirates University. The subjects of Rogier's research are a group of female Emirati fourth year undergraduates between the age of 22 and 35. The result showed statistically significant increase in all English skills on the test for the participants after using English as a medium instruction in classroom. The difference between the previous study and this study is stated on its objective

of the study. The previous study focused on the comparison between the participant and not participant while studying in English-medium classes in UAE Universities, while the recent study mainly focuses on how English as a medium instruction in an EFL class on SMAN 3 Malang is used. The difference between Rogier's research and this research is on the method used for the study. The previous study used test/retest method to investigate score gains exam in English-medium classes in UEA University, while the current study uses the descriptive qualitative method to explain the condition on field. The similarity of both studies is in instrument used by the researcher to gain the data of the study. These two studies uses observation checklist and interview guideline to gain the data of the study.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter describes the research design, data source, data collection, and data analysis.

#### **3.1 Research Design**

This research used descriptive qualitative design. It is intended to describe the use of English as a medium of instruction in an EFL class. According to Singh (2006), “Qualitative research is equally important in area of education. It is used in historical and philosophical research.” (p.125). Ary (2010) points out about this qualitative research in which it seeks to understand the phenomenon by focusing on the total picture rather than breaking it down into variables.

According to Bodgan and Biklen (1998), there are a number of things that characterize this research in accordance with the qualitative research design. First, the study took the place of setting naturally in the 8<sup>th</sup> grade class at SMAN 3 Malang. Second, in collecting the data, the researcher was the key instrument who observed on how well the teacher used English as a medium of instruction in the teaching and learning activities about English lessons to the 8<sup>th</sup> grade students at SMAN 3 Malang. Third, in collecting the data, the researcher interviewed the teacher on how the teacher used the target language to make students understand and improve students’ skill. The researcher also interviewed students’ opinion toward English that is used by the teacher as a medium of instruction.

The data was taken from certain place and time and this study is classified into a case study. Ary (2010) point out a case study is a type of ethnographic research study that focused on a single unit, such as one individual, one group, one organization and one program. Singh (2006) claim “A case of study is a method of exploring and analyzing the life of a social unit be that unit a person, a family, institution, culture group, or even an entire community.

### **3.2 Data Sources**

Data in this research focused on the use of English as a medium of instruction in an EFL class.

#### **3.2.1 Setting of the Study**

The study was conducted at SMAN 3 Malang. The school was located at Jl. Sultan Agung No. 7 Malang. This school has two programs, they are IPA program and IPS program. IPS program was chosen because the students of this program should have good English proficiency in developing the social communication aspects.

The reason for choosing SMAN 3 Malang as the setting of the study is based on consideration that this school had already implemented Curriculum 2013. SMAN 3 Malang is one of the schools that consistently uses English as a medium of instruction in teaching learning process in English class. The durations of the research were expected to give more information regarding the use of English as a medium instruction in an EFL class.

### **3.2.2 Subject of the Study**

The subjects of this study were an English teacher and thirty-five students of IPS program in XI IPS. To get sufficient data about the use of English as a medium of instruction in an EFL class, the data from the teacher and the students were collected. The first subject was the English teacher at SMAN 3 Malang. The researcher cannot choose any specific teacher for the research due to the school policy, but the researcher able to collaborated with the school to choose the teacher that dominantly uses English as a medium of instruction in class. The data from the English teacher provided information about the use of English as a medium instruction in an EFL class, including the teaching and learning process and the English material that the teacher used.

The next subject was the students of IPS program at SMAN 3 Malang that gave comments and responses on the use of English as a medium of instruction in an EFL class. The researcher collaborated with the teacher to choose two to three students from the class based on suggestion from the teacher. The students' opinion can be used as suggestion on the success of the use of English as a medium instruction.

### **3.3 Data Collection**

The data were collected by using three instruments, they are observation checklist, interview guide, and documentation. Those instruments were used to help the researcher record the data.

### **3.3.1 Data Collection Technique**

In the process of collecting data, three techniques were used, those are observation, interview and documentation. The explanation of each is as follows:

#### **1. Observation**

Creswell (2009) states observation is the process of gathering open-ended firsthand information by observing people and places at a research field. Observation is needed to monitor the teaching and learning process, class performance, and teacher performance during the research. In this study, observation checklist and field note were used to collect the data. The observation checklist was adapted from the previous study by Yanfen and Yunqin (2010). The observation checklist was used to help the researcher observe the teaching and learning process to know the use of English as a medium of instruction in an EFL class. The theoretical framework for the observation checklist can be seen at appendix 1. The researcher observed the activity directly to describe the real situation in class when teacher use English as a medium of instruction and note all the phenomena that happened in the class.

In this study, the researcher applied non-participant observer. Non-participant observer is an observer who visits a site and records note without becoming involved in the activities of the participants (Creswell, 2009).

## **2. Interview**

In case study, interview is conducted with the participants. According to Singleton (1993) states interview is face to face discussion or communication between interviewer and respondent. Ary (2010) also states interview is a way to gather data or information on the participants' opinion, beliefs, and feeling about the phenomenon. In this study, the English teacher and the students of SMAN 3 Malang in IPS program were interviewed. Interview framework can be seen at appendix 2. When the interviews were conducted, the researcher used notes and audio record in order to keep the information authentic.

The interview of English teacher at SMAN 3 Malang was conducted to get information about the use of English as a medium of instruction in an EFL class in IPS program, the teacher's opinion about the use English as a medium of instruction, the reason why used English as a medium of instruction, and the problems faced by the teacher and the students related to the use English as a medium of instruction. The interview guide can be seen at appendix 3.

The interview with the student at SMAN 3 Malang in IPS program were conducted to get information about the students' opinion towards the use of English as a medium of instruction in an EFL class. It also collected the students' problem, suggestion and critic related the use English as a medium of instruction in an EFL class. Students' interview guide can be seen at appendix 4.



### **3. Documentation**

Documentation can be important data source in this study. Arikunto (2006) states documentations are the data from transcripts, books, documents, notes, and pictures. The documentation were considered important since the data gained were real written explanation. It also helped the researcher describe the real process on the use of English as a medium of instruction in an EFL class. Documentation is the official written information released by the school. The documentations about students English score were needed to give more complete description about the use of English as a medium of instruction in an EFL class. The researcher also took pictures during the teaching learning process and use the pictures as the documentation of this study.

#### **3.3.2 Data Collection Procedure**

The process of data collection started when the English teaching and learning process was held. Observation was conducted first in order to get the basic information about the use of English as a medium of instruction in an EFL class. The observation data were added in the observation checklist. In this phase the researcher conducted four times of observation towards the teacher to acquire the data.

Then, the researcher conducted the interview to enrich the data that the researcher got from the observation. The interview was divided into two sessions. The first session was interview the English teacher which is done in the last day of the observation. The second session was interview the student of IPS program which is done in the next day after teacher's interview. When the interviews were

conducted, the researcher took notes and recorded the interview process in order to keep the information authentic.

The documentations were done after having the observation and interview about the use of English as a medium of instruction in an EFL class. The relevant documents such students score and photo were collected to give the additional information.

### 3.4 Data Analysis

The technique of data analysis is the way to analyze the data. In this study, the data were analyzed based on Miles and Huberman (1984) by doing the activities that are presented in figure 3.1.

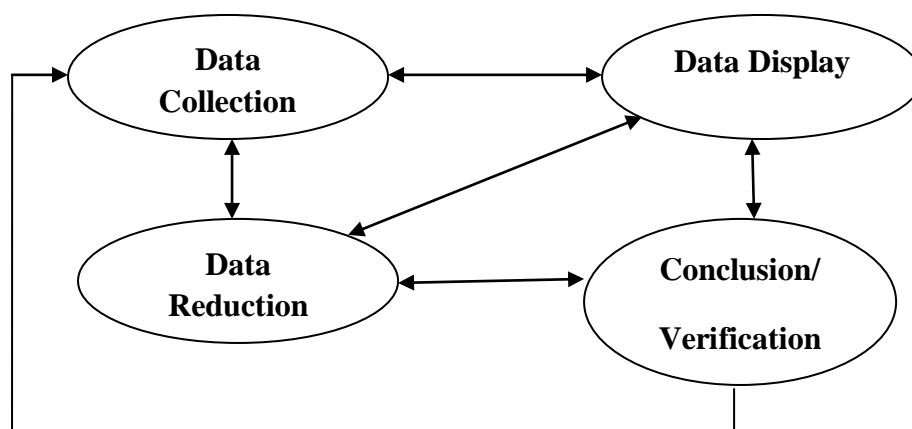


Figure 3.1 Data Analysis Process  
(Source: Interactive Model by Miles and Huberman, 1984)

Figure 3.1 explains what the researcher should do to analyze the data. The first step is collect the data from observation and interview. The next step is classify and sort out the important data that are related to the topic of the study by

data reduction. The process of choosing, focusing on, and simplifying the data were done in this step. The data that will be taken are relevant to the use of English as a medium of instruction in an EFL class.

The selected data leads to new ideas on what should go into data display. Displaying data can be done by showing it in form of brief description and relation between the categories (ibid, 1984). In this study, the data were displayed by showing it in form of description. The researcher can collect the data again if the data did not meet the objective of the study, since the steps of analyzing the data by Miles and Huberman (1984) are circular. It means that the researcher can go back to collect or reduce the data although they were already in the conclusion step.

The next step is drawing conclusion or verification. In this step, the conclusion was drawn based on the data and the information gathered during the research conducted. The researcher made the conclusion from the observation of English teaching and learning process and the interview responses from the school. Besides, the researcher can also find the relation among those categories of data that is useful in answering the objective of the current study. To increase the validity of the data that were taken, the researcher conduct triangulation.

Merriam (1998) states triangulation is a strategy to enhance the internal validity by using multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings. In this study, multiple sources of data were used to increase the validity of the data. The following figure 3.2 provides the process of triangulation.

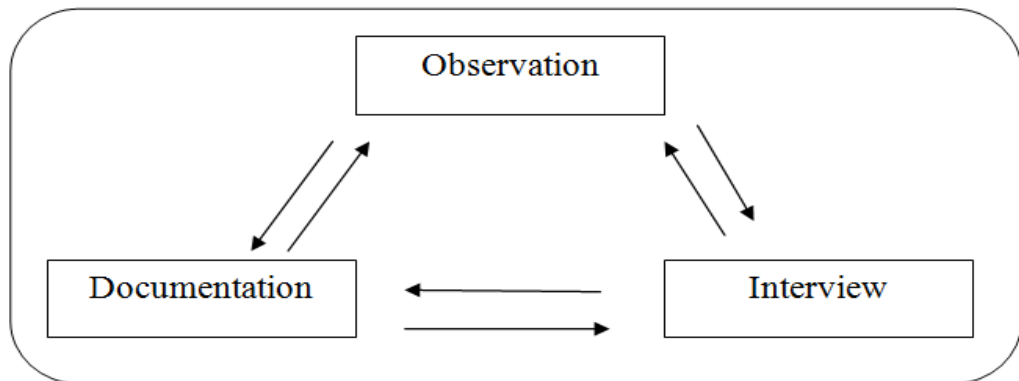


Figure 3.2 Triangulation Process

According to Triangulation Process in figure 3.2, the data which are collected from observation checklist will be cross-checked with the data collected through interview and documentation. The data from interview will be cross-checked with the data collected from observation and documentation. The last process, the data that are gotten from documentation will be cross-checked with the data from observation and interview

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter describes the findings of this study and the interpretation of the findings which are described in the discussion session. It is divided into two sub chapters which are findings and discussion. In line with the research problems, findings are the description about the use of English as a medium of instruction in an EFL class. Meanwhile, discussion consists of the discussion of these findings.

#### **4.1 Finding**

In this part, the results of the research are prominently elaborated and the research problems were answered. The findings are the necessary data collected from some instruments used in this research, they are observation, interview, and documentation.

##### **4.1.1 English used by the English teacher as a medium of instruction in an EFL class**

This study was conducted at IPS Program of SMAN 3 Malang. This study was used to describe how well English is used as a medium of instruction in an EFL class at SMAN 3 Malang. The researcher was conducted the observation at IX-IPS 5 class during four meetings. The research was conducted on November 7, 14, 16, and December 18 2017. There were an English teacher (T1) and three students (S1, S2, and S3) in this class that were interviewed. There were several documentations about English use as a medium of instruction in an EFL class that

were collected in this study, such as students' score and picture when teaching learning process.

In teaching and learning process, using English language is an important thing. English language is daily teacher's guidelines of teach students to be conducted in the teaching and learning process. This provide with the action of the English teacher during teaching and learning process on the class. From the beginning, the English teacher used English as a medium of instruction. She used greetings in English "*good afternoon students*" to the students, and the students responded with using English language too "*good afternoon Mrs. Endah*" (see appendix 8).

This is the reason stated by English teacher (T1) why she used English language as a medium of instruction in the class. According to the interview with the English teacher, she stated:

T1

*Because I am an English teacher the medium of instructions must be in English language. The purpose is to make the students used to listening English language and responding in English too. So, when there is an activity in real life, such as in the business, the students can use a communicative language. That is why using English as the medium of instructions in class is very important.* (retrieved from an interview with the English teacher 'T1' as seen on Appendix 9).

The teacher used English language as a medium of instruction with the purpose to increase and balance the students' skill through attitude, knowledge, and skill competence. The goal of teacher talk is to communicate with the students

and develop student's foreign language proficiency. In this research the teacher can reach the goal of teacher talk and running teaching and learning process effectively. This is in accordance with the activity at the middle of teaching and learning process when the English teacher stimulates the students in order to use English language during the teaching and learning process. The English teacher often asked the students to repeat after what she said. *"right, now repeat after me. Rian left very early morning today"*. (see appendix 8).

In another meeting of classroom observation, the English teacher used some features of teacher talk, from the speed of teacher talk, the English teacher slows down the speed of speech when speaking using English language. It could be seen in the activity during the class when the English teacher shows ice cream pictures to the students, and the English teacher explained the ingredients clearly and slowly. The English teacher decreased the speed when it came on giving instruction to the students using English language. Likewise, in teacher's self-repetition the teacher often repeats what she said using English language. *"English please Fatimah, repeat after me, the answer number 1 is"*. (see appendix 8).

Thus, the benefit of using English as a medium of instruction were mentioned by the English teacher (T1), and three students (S1) (S2) (S3) in the interview process:

### **T1**

*Most of the influence is positive. In here we usually meet a student who excellence in writing but poor in speaking. The effect is when I teach them*

*using English and respond them in English, they will get my feedback in English too, so our communication will be fully in English language, and when they meet tourist, they can have an interaction using English language and it can improve the ability, such as speaking, reading and writing.* (retrieved from an interview with the English teacher 'T1' as seen on Appendix 9)

Based on the observation and interview with the teacher, the researcher found out that there are many positive influences when the teacher teaches the students using English language as a medium of instruction. The students will get used to English language in class and also encourage them to practice English frequently. The students also understand the English language as well such as asking and answer question, group discussion using English, and permission on using English language. The benefit of using English as a medium of instruction are supported by student's statements below:

### **S1**

*I think it is really important for the future, due to the possibility of working in a place that using English language for communication.* (retrieved from an interview with the student 'S1' as seen on Appendix 10)

### **S2**

*Yes, I felt the improvement from the listening aspect.* (retrieved from an interview with the student 'S2' as seen on Appendix 11)

### **S3**

*I like if the English language use as medium of instructions because it can train our speaking ability.* (retrieved from an interview with the student 'S3' as seen on Appendix 12).



The conclusion based on the findings above is English language is important for all levels of education, including senior high school. The use of English language as a medium of instruction is acceptable for both the teacher and the students at SMAN 3 Malang. In teaching and learning process teacher talk is important because it can be the major part of target language comprehension and input that will be received by the students. The teacher cooperated with the students to make learning teaching process using English language as a medium of instruction run effectively. The teacher gave time to students to respond to the material using English language and the teacher gave feedback to the students using English language, so communicating with English language runs well. The benefit use English as a medium of instruction is the teacher can determine the students' ability individually. Moreover, the use English as a medium of instruction at SMAN 3 Malang is more emphasize on practice activity, so the competence can be mastered by the students.

#### **4.1.2 Problem in the use of English as a medium of instruction in an EFL class**

Based on the observation, the researcher did not find any significant problems from the students when the researcher conducted the research at SMAN 3 Malang. During English teaching and learning process, there was no problem

found from the beginning until the end of the lesson (see appendix 5,6,7). The research finding was supported by interview with the English teacher that stated below:

### **T1**

*Fortunately, as long as I teach in SMAN 3 Malang I did not find a few problems, even with the pronunciation and fluently, the students are much better than me. There are some students who already lived in UK for 5 years, and there are students from Australia, which a place where English is the daily language.* (retrieved from an interview with the teacher 'T1' as seen on Appendix 9).

Likewise, the researcher did not find any problem from the students' point of view. It was proved by the interview with the student that stated below:

### **S1**

*Maybe if the vocabularies are too hard, we can ask the meaning, so we can understand what the lesson is.* (retrieved from an interview with the student 'S1' as seen on Appendix 10)

### **S2**

*I think the medium of instruction in this school is good enough. Sometimes the teacher still using Indonesia language, but when the teacher using English language it is very good, like the vocabulary or the grammar.* (see appendix 11).

Based on the observation and interview above, the researcher did not find any problem during the research. The conclusion of the research stated that the implementation of using English as a medium of instruction in EFL class at SMAN 3 Malang are successful. Not only in theories, but also the use of English

as a medium of instruction by teacher can reached the objective from school through teaching and learning process.

## **4.2 Discussion**

This subchapter presents the discussion of the findings concerning the use of English as a medium of instruction in an EFL class, including how well English used by the English teacher as a medium of instruction in an EFL class at SMAN 3 Malang and to describe the problem that occur in the used of English as a medium of instruction in an EFL class at SMAN 3 Malang.

The used of English by the English teacher as a medium of instruction in an EFL class at SMAN 3 Malang was different from another schools. Majority of teachers in this school are using English when teaching learning process conducted and the students must respond using English language too, so they will familiar to interaction using English language. Van Lier (1998) stated the teacher will make interaction to the students during teaching and learning process in the class. Moreover, the class is not only discussing about the topic lesson, but also in the class the students are forced to practice they English ability. Willis (1990) stated teacher talk within the EFL classroom has been critically evaluated in the process of endeavoring to increase student's foreign language practice time. The teacher not only applied teacher talk theory but also applied the feature of teacher talk. The teacher slowed down the speed when the teacher spoke in the classroom so that it is more easily understandable by the students. The teacher also used

simple vocabulary to make the students more understandable about what the teacher said.

The English teacher can deliver English material in a good way. The teacher can use English as a medium of instruction well. Also, the students can improve their knowledge and English ability by the teacher guidance. The interaction between the teacher and the students when using English language working well. Hall and Walsh (2002) claim “Classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention” (p.187).

Based on the findings, it was obtained that the use of English as a medium of instruction in an EFL class delivered well in SMAN 3 Malang. The English teacher can deliver English material in good way and the teaching learning process running well. Meanwhile in delivering English material for EFL class, the teacher was able to cooperate with the students to reach the goal from the topic lesson. The teacher become native speaker for students, so the students can improve their knowledge and skill by the teacher guidance. The teacher also might use variation of teaching and learning process, in order to make the students more interest about the topic lesson.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and suggestions of this study. The conclusions drawn based on the findings and the discussions in the previous chapter. Meanwhile, the suggestions based on the conclusions and presented in the order of the significance of the study.

#### **5.1 Conclusion**

According to the result discussed in the previous chapter, there are some conclusions that the researcher find.

First, the positive effect of the use of English as a medium of instruction in an EFL class of an Indonesian secondary school, at SMAN 3 Malang English language is daily teacher's guidelines of teach students to be conducted in the teaching and learning process. The purpose the teacher used English language as a medium of instruction to increasing and balancing the students' skill through attitude, knowledge, and skill competence.

Second, based on the findings researcher does not find any significant problems from the students and the teacher. Based on the observation the researcher obtained the use of English as a medium of instruction in an EFL class at SMAN 3 Malang was running well.

Finally, the researcher obtained that the use of English language as a medium of instruction in an EFL class at SMAN 3 Malang give advantages for the

teacher and the students. The teacher can reach the learning objectives through using English language as a medium of instruction that made the teaching and learning was organized well. The students can improve their knowledge about English language when the teacher teach using English language as medium of instruction.

## **5.2 Suggestion**

In relation to the conclusions, the researcher would like to give several suggestions to the English teacher, school, and future researchers. The result of this study can be used as a reference for the teacher in using English as a medium of instruction in an EFL class, so the researcher suggested that the teacher must always improve and evaluate their knowledge about using English as a medium of instruction. It is hoped that English teacher can make students and situation in the class more convenient, so the teacher can use different learning method in teaching and learning process, for example like classes outside the classroom or puzzles and games it makes the students feel enjoy and learning English easier.

For school, the result can be used as evaluation of using English language as a medium of instruction in an EFL class of an Indonesian secondary school, so the researcher suggested that they can consider the strengths and weaknesses of the using English as a medium of instruction, is it possibly to use or not in order to develop the students' knowledge about English language.

For future researchers, the result of this study can provide information about the use of English as a medium of instruction in an EFL class of an

Indonesian secondary school, so the researcher suggested that they can use this study as a reference in the next research and also next researchers can conduct a similar study in a less ideal school to discover another problem that might occur. In order to make the observations run smoothly, further researchers should arrange the meeting with the teacher beforehand to know the academic date of the school. Next researchers are also suggested to conduct interview with the teachers and the students to triangulate the data, and include the students' perspective to support the data.

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